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ABSTRACT

This document offers the results of a questionnaire designed to discover how the administration, staffing, and funding problems of Black Studies programs are handled at 10 major universities across the U.S. The institutions surveyed are: Atlanta, Duke, Howard, Lincoln, New York, Princeton, Rutgers, Stanford, Vanderbilt, and Yale. The organization and operation of the Black Studies programs differ widely among the schools, and reasons for establishment of the programs range from the purely academic (the transmission of knowledge about the black experience) to a social action emphasis. It is concluded that none of the universities are planning full-scale programs for the near future. Three major reasons are cited for this: (1) there is a shortage of money and staff; (2) intrauniversity conflict exists concerning availability of faculty; and (3) several directors noted that they face the task of convincing the other departments of the validity of Black Studies as an intellectual enterprise. All of the institutions expect gradual but steady program growth in the future. (HS)

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MANAGEMENT DIVISION
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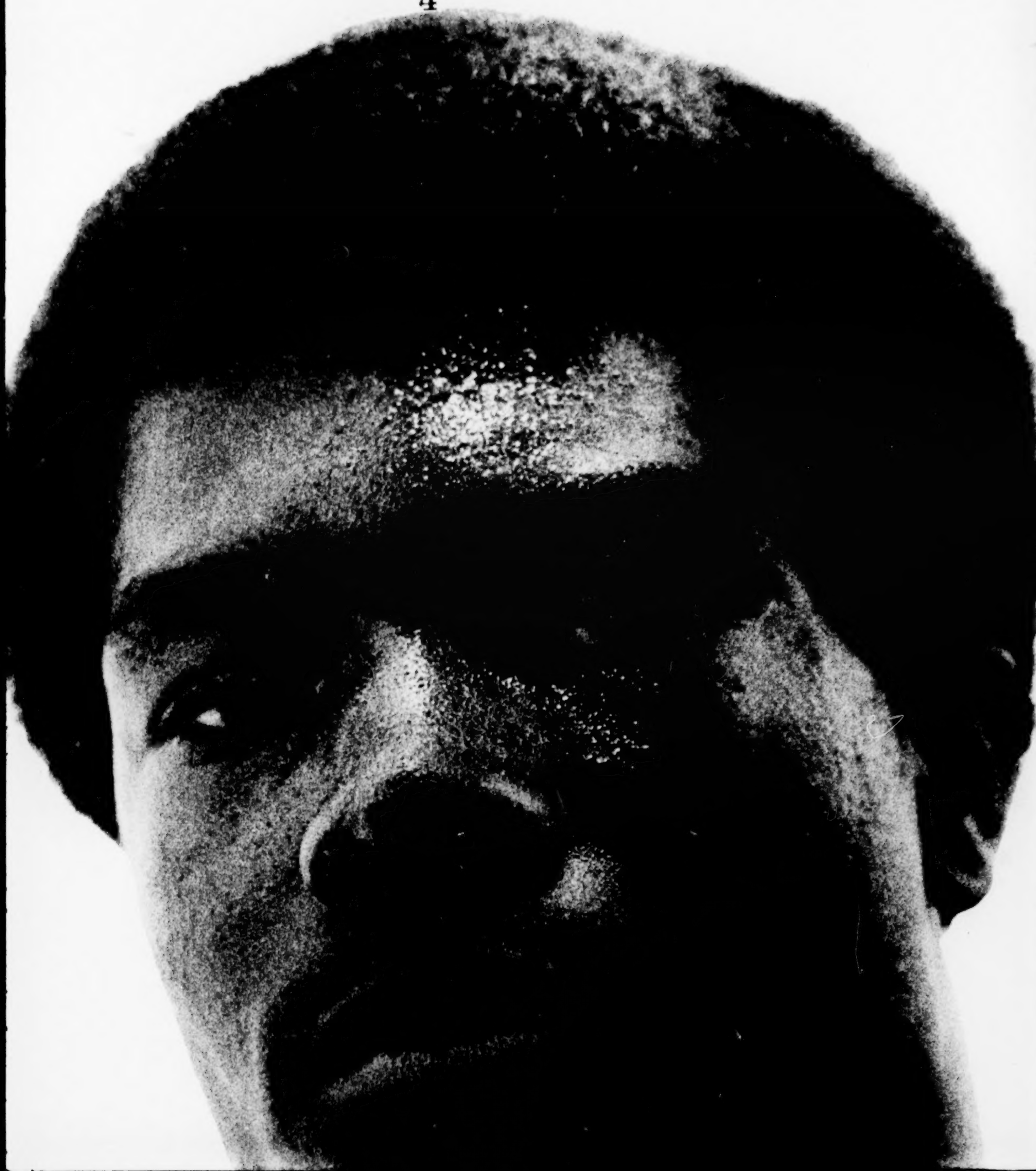

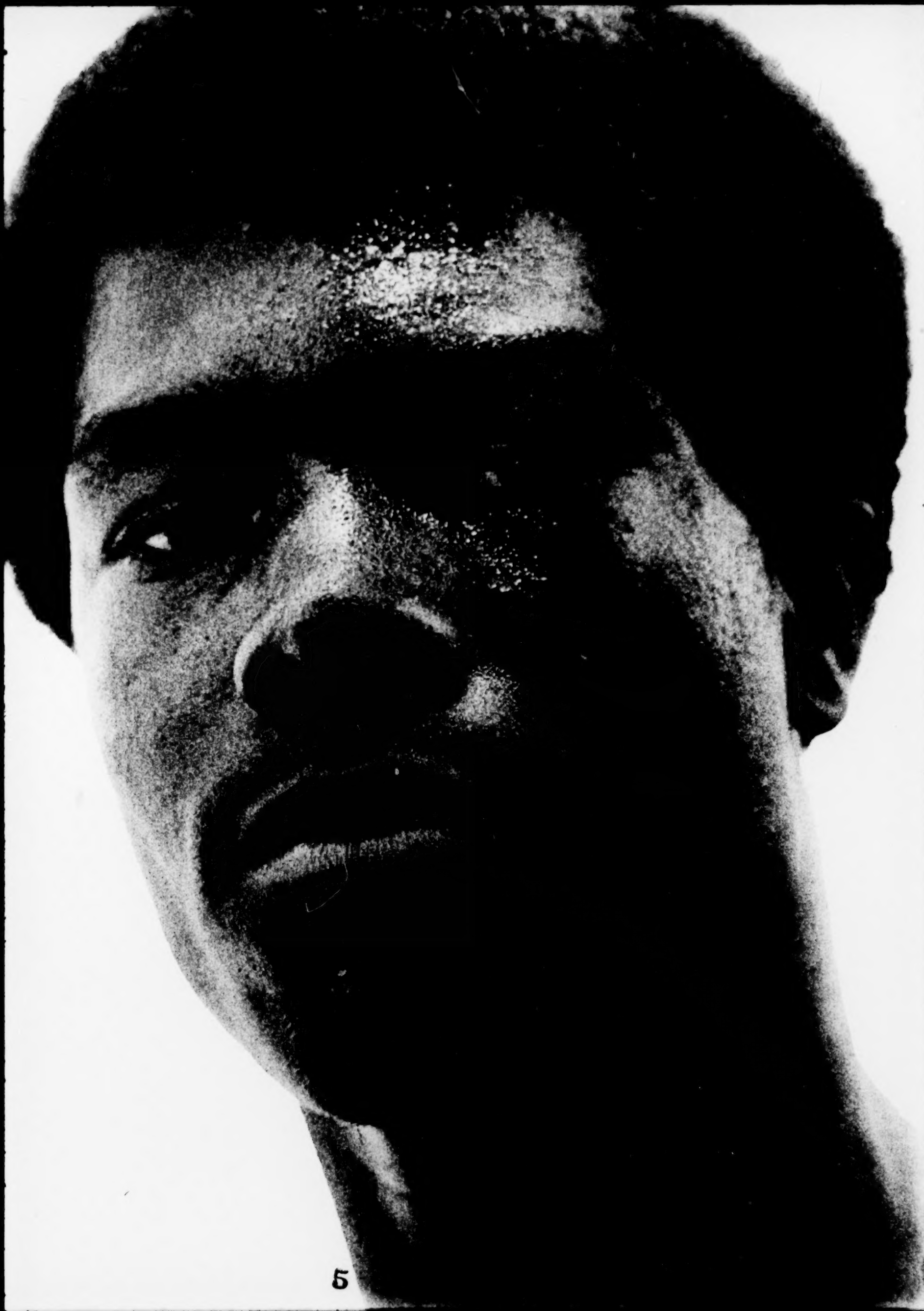

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BLACK STUDIES:
How It Works At Ten Universities

The ideological battle over Black Studies has subsided. Now, the problems of *administration, staffing, and funding* are coming to the fore and inevitably bucking up toward the top administrative leadership of the university:

* How should such a program be organized—as a department, an interdepartmental program, an institute, a graduate program?
* How should it be staffed?
* What should be the director's responsibilities and to whom should he report?
* How should the program be financially supported?
* What are the major problems to be anticipated?
* What kind of growth should be projected?

To throw some light on these questions, the following report covers Black Studies Programs at these ten universities:

Atlanta University	Princeton University
Duke University	Rutgers University
Howard University	Stanford University
Lincoln University	Vanderbilt University
New York University	Yale University

The information was obtained from a questionnaire distributed during the summer of 1970. The institutions were among sixteen recipients of Ford Foundation grants for their Black Studies Programs. By design, the survey was aimed at selected operational details. It does not attempt to deal with the more basic, broader issues which constitute the conceptual framework of the programs.

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HOW ARE BLACK STUDIES PROGRAMS ADMINISTERED?

The organization and operation of Black Studies Programs differ widely among the schools surveyed. Reasons for establishment of the programs range from the purely academic—the transmission of knowledge about the black experience—to a social action emphasis, including actual community work.

In the area of administration there is *no uniform organizational pattern.* Seven of the programs are interdepartmental. They use both existing courses offered by regular departments, and new courses developed for the program; a coordinating office acts as the administrative center. 2

Of the other three programs, two operate as institutes and one functions as an independent department.

Eight of the programs offer a major in Black Studies with only two offering a minor in the field. One program grants a certificate of proficiency upon completion of the required courses.

Program staff tends to be small: in many programs there is a director or chairman, a director of research, and a curator of library or archives. Some part-time student personnel is used.

In interdepartmental programs, as contrasted with institutes, centers, and autonomous departments, it is sometimes difficult to determine precisely what money and staff are involved. The shortage of both may account for the *trend toward interdisciplinary programs.* These programs attempt to tie together the existing threads into a cohesive, redirected whole without the costs involved in beginning a new department or institute.

Interdepartmental Structures

When the program is interdepartmental, usually a committee of faculty and students is formed which reflects the views of all departments involved. This committee serves as a governing body and wields varying degrees of power.

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For a detailed view of an interdepartmental program's organization, Stanford affords a good example:

> The program is officially called The Undergraduate Program in African and Afro-American Studies. It is administered by a "Committee-in-Charge" appointed by the Dean of Humanities

and Sciences, and is composed of representatives of each of the cooperating departments. It is this Committee that "guarantees" the legitimacy of the degree. It does not meet, but members are consulted as individuals by the Chairman who is an appointee of the University President. The Committee derives its authority from the Academic Senate. Curriculum planning and the details of negotiations with both the administration and the Black Students' Union concerning budget and other matters are in the hands of a Steering Committee. This Committee is appointed annually by the Dean of Humanities and Sciences. The student members are designated as follows: two by the Black Students' Union, one by the African Students Association and one by the Associated Stanford Students' Union. The faculty members are appointed directly by the Dean in consultation with the Chairman. During the 1969-70 session, the Steering Committee was composed of four black students, three black faculty members and two white faculty members.

While many program leaders are satisfied with interdepartmental beginnings, *the impulse toward growth in scope and autonomy* is discernable in several cases. At Howard the shift is toward independent departmental status; Yale is considering more administrative autonomy for the whole program, as well as commencement of graduate work; at Stanford there is student pressure for institute status; and N.Y.U. is already offering courses at both the undergraduate and graduate levels.

Responsibilities of the Director

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Responsibilities of the Director

In general, the director or chairman of a Black Studies Program, whether it be a department, an institute or center, or an interdisciplinary arrangement, has *the same responsibilities as any college department chairman:* recruiting, developing and training staff, budgeting and funding, conceptualizing, implementing, and evaluating the program.

Due to the uniqueness of these programs, many directors also

develop curriculum, advise students, and assume primary responsibility for public relations. Several directors reported that they found it necessary to direct time and effort toward overcoming existing institutional biases and inertia, by educating the faculty in the other departments. Some of the directors teach courses themselves, not only in their own programs but in other departments as well.

Directors serve as the channel to the dean or president of the college, or, in the case of some interdepartmental arrangements, to the department heads. In at least one instance, the director is responsible to a governing committee of faculty and students.

Budget

Funds for Black Studies Programs, as reported by the institutions surveyed, ranged *from a low of $57,000 per year to a high of $150,000.*

Sources for the funds include foundations, the parent institutions, and, in one instance, the U.S. Office of Education, which provided a grant for a summer institute.

The range of funding for this year is disparate. One institution has had its funds doubled, while one other has had a cut from $57,000 to $32,000, and another one from $115,000 to $106,000. Three report increases of $25,000, $50,000 and $95,000.

The institutions are finding ways to circumvent their lack of resources. There appears to be a trend in the urban centers, where many colleges and universities are located, to *divide up the job among*

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For example, in one urban center with many colleges and universities, there are efforts toward having one main library and archive collection for use by all the schools. There are also plans for sponsoring a series of colloquia for the colleges in the area, and coordinating special

events. Some schools are sharing the cost of bringing scholars to the various campuses.

HOW ARE BLACK STUDIES PROGRAMS STAFFED?

Numbers, degrees, and fields of faculty specialization in the Black Studies Programs surveyed are shown in the following charts:

Institution	Faculty Teaching in Program	Number from Other Depts.	Number Added Last Year	Number Adjunct	Degrees and Fields of Specialization
Duke	14		6		All Ph.D's in 8 depts.: English, history, economics, sociology, political science, psychology, divinity, music.
Princeton	39	36	3	2	Over 40 professors, associate and assistant professors, lecturers, visiting lecturers from many fields.
Stanford	15	15	4		4 Ph.D's in history, 3 in social anthropology, 2 in political science, 1 each in psychology and English, 2 Ph.D candidates, 1 history professor, 1 West Indian psychologist, 1 Ph.D visiting professor of history.
New York University	25-30	25-30			Regular faculty; most hold doctorates.
Rutgers	14	14		2	Director—Ph.D candidate in political science; sociologist—Ph.D candidate.
Douglass College of Rutgers University	8	6	1	3	3 M.A.'s (art, music, literature); 2 Ph.D's (religion, history).
Howard	8	5			3 M.A.'s, 5 Ph.D's (economics, history, English literature,

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Howard	8	5			3 M.A.'s, 5 Ph.D's (economics, history, English literature, linguistics, speech, sociology).
Lincoln	1	1			Director—M.A. in psychology; faculty—1 M.A. in psychology; 1 director of student activities; 2 Ph.D's in political science.
Vanderbilt	22	22	2		All but one are Ph.D's; wide variety of fields.
Yale	20-25	20+	2 full-time 4 part-time	varies	Most are Ph.D's (excluding lecturers offering courses in the residential colleges).

One of the major problems facing Black Studies Programs is securing qualified faculty in adequate numbers. The most common explanation of the difficulty is the failure of American institutions to train enough black professionals. The Atlanta University program director blames past neglect by major institutions, such as funding agencies. He also cites the failure of public schools to produce a significant number of blacks prepared to pursue the graduate training which is essential to staffing such programs as these.

The programs surveyed have developed *a number of ways of working around this difficult staffing problem.* They include:

* Utilizing faculty from other departments
* Making joint faculty appointments between the Black Studies Program and other departments
* Sharing resources with other schools
* Bringing in outside experts and community leaders as guest lecturers
* Hiring part- or full-time Black Studies faculty to man the core programs

WHAT ARE THE MAJOR PROBLEMS AND PROSPECTS?

There was greater unanimity on the problems than on any other aspect of the Black Studies Programs. All institutions cited *shortage of money and staff* as a major concern, though with surprising twists. While the black schools complained of the failure of white America to train enough black professionals, one major white institution noted that it had difficulty attracting faculty because the institution's ideological image is unattractive to young black scholars. The issue of white institutions "raiding" black schools for faculty was not given prominence.

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Intra-university conflict concerning availability of faculty was cited as a problem. Since many programs rely on courses in other departments and also draw their own faculty from these departments, they are in some sense dependent on the departments' good will in order to ensure adequate staffing. Although there were reported many examples

of cooperation between the older departments and the new Black Studies Programs, a theme of tension and competition is evident. 7

Several directors noted that they faced the initial task of convincing the other departments (even departments represented on the coordinating committee) of *the validity of Black Studies as an intellectual enterprise.* Princeton noted "resistance and/or inertia with respect to the intellectual merits of Black Studies as a legitimate academic field, on the part of individuals and sometimes the bulk of entire departments..." In addition, Duke reported that "since the interdisciplinary program does not have independent status, the faculty participating must have acceptance among colleagues in their respective departments as equals professionally."

Program Growth Predictions

All of the institutions expect *gradual but steady program growth in the future.*

Enrollments are expected to be slightly higher next year and the number of faculty members will be slightly increased. There will also be a steady addition of course offerings. Several directors indicated that a small core faculty would be supplemented by teaching assistants and faculty drawn from other departments.

Several programs plan *expansion to include more community participation* in the future. There appears to be an urgency about turning theory and abstract knowledge into practice. Some respondents even referred to the necessity to work on the problems of the cities as a "mission". One emphasized the need to get into the problems of the black

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Although each institution plans to add only a few new courses in the future, the *variety of courses* that will be offered by the total group surveyed will be quite impressive. The courses range from the History of Africa to a sequence in the problems of the inner city.

Among projects planned for the future are:

* Work on an oral history of Afro-Americans
* Research on the economic factors of the ghetto
* Development of a library and archives of Afro-American materials with concentration on moves toward liberation
* Student travel to the Caribbean and Africa to study black history and culture
* Development of graduate programs in Black Studies
* Establishment of a black artist-in-residence
* Development of mass media and production of programs for Black Studies
* Establishment of Black Studies Programs for use in teacher training
* Development of study guides for public schools and colleges

The mood of many of the directors was expressed by one who said, "We are not rushing into full-scale programs, but want a careful, deliberate program development."

The Academy for Educational Development, Inc., is a nonprofit tax exempt planning organization which pioneered in the field of long-range planning for colleges, universities, and state systems of higher education. The Academy has conducted over 100 major studies for institutions throughout the country, as well as for national agencies such as the U.S. Office of Education, the National Science Foundation, the Agency for International Development, and the National Institutes of Health. It undertook the first nationwide analysis of long-range planning for higher education, which included seminars with approximately 750 college presidents from every part of the country. Additional information regarding the Academy's complete program of services to education may be obtained from either of its offices.

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